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This paper is a descriptive history of programs for teacher educators at Teachers College, Columbia University, from 1935 to 1965. Individual sections review the doctoral program in 1935, the development of the master's programs, the beginning of a preservice program, reorganization and readjustment in 1935, the widening responsibilities of the 1940's, the doctoral program in 1950, and emphasis on group process. The years from 1950 to 1965 are briefly summarized, and the 1965 program is described in more complete detail. The role of various staff members, including Florence Stratemeyer, is noted throughout. Some phases of the program are illustrated with reports of the activities of individual students enrolled in 1935, in 1946, and in 1960. The last section identifies "characteristics which seem to continue throughout the whole period and represent a constant frame of reference within which all changes are made." Thirty-two references are cited. (JS)

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CONTINUITY AND CHANGE

Thirty Years in the Preparation of Teacher Educators at Teachers College, Columbia University

Dorothy M. McGeoch

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Presented at the Conference Honoring
Florence B. Stratemeyer
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In 1935 the United States was just beginning to struggle out of a disasterous depression and the American Association of Teachers Colleges devoted a major portion of its annual meeting at Atlantic City to a discussion of the current economic status of the teachers colleges. That status was, the speakers suggested, far from satisfactory. There was a suggestion that the national government should accept some responsibility for teacher education but it drew a skeptical response from a foe of federal control.

> (The) proposal that we make Uncle Sam our Santa Claus and at the same time tell him how far he can go in regulating our affairs reminds me of a limerick, Here it is:
>
> There was a young lady from Niger
> Who smiled as she rode on a tiger;
> They returned from the ride
> With the lady inside--
> And the smile on the face of the tiger.[1]

The depression had also produced an oversupply of teachers, particularly on the secondary school level, and the time seemed right to discuss the need for a four-year program of preservice preparation. While E.I.F. Williams reported to the Committee on Standards and Surveys that 46.9% of the students enrolled in 120 normal schools and teachers colleges in forty-one states were in the four-year curriculum, his study showed that about half of

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1/ W.W. Parker. "Comment on President Hill's Paper" Fourteenth Yearbook. Oneonta, New York: American Association of Teachers Colleges. 1935. p. 27.

the teachers preparing for service in rural schools had only one year of preparation and in the general elementary curriculum only about one-fourth of the students were in a four year program.[2]

Dr. Ambrose Suhrie, of New York University, reporting at the same meeting on the degree status of teachers college faculties, indicated that of a total of 8,138 faculty members from 153 institutions included in his study, 1,572 held the doctor's degree while 200 had no degree. He contrasted this situation with previous practices, however, and, in a burst of optimism, predicted that

> with the momentum which has been gained since the War, we should by 1950, or perhaps much earlier, be able to set the highest earned degree in education as the minimum requirement for "regular" admission to teachers college faculties, and it should be easier to maintain that standard than it now is to maintain the standard at the master's level.[3]

At Teachers College, Columbia University, the staff of the Department of Teacher College and Normal School Education were hard at work attempting to provide advanced preparation for an increasing number of teacher educators. There were no less than fifteen courses listed in the departmental offerings including nine which extended for two semesters. Almost all of the courses were taught by teams of professors and it seemed not uncommon for one individual to be scheduled for sixteen class hours a week in

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2/ I.E.F. Williams. "A Preliminary Report to the Committee Standards and Surveys." ibid., pp. 126-134.

3/ Ambrose L. Suhrie. "The Degree Status of Teacher College Faculties and its Significance." ibid., p. 72.

addition to the supervision of laboratory experiences, writing, and organizational duties. Apparently the present generation of college professors have no monopoly on crowded schedules and conflicting demands.

A Doctoral Program in 1935

Miss Alice Loren was completing her third summer at Teachers College in 1935. Like many of the students of that day she was a member of the education department of a normal school and her previous work had been intended to provide immediate help for her own teaching and work with student teachers. During her first summer session she took Education 227M, The Professional Education of Teachers. The catalog description, longer in those days, described the content of the course as:

> (a) An analysis of the present situation; (b) the historical development of present-day institutions and standards; (c) the principles underlying the pattern for organizing curricula in professional schools for teachers; (d) the integration of all courses with the training school as a center; (e) programs for promoting general professional advancement of the school; and (f) comparative study of the significant recent practices in other countries, particularly England, France, and Germany.[4]

This comprehensive course was offered by four members of the department -- William Bagley, E. Samuel Evenden, Thomas Alexander and Florence Stratemeyer -- working together in this and other courses in what would certainly be called team teaching today.

4/ Teachers College Bulletin, 1934-35. pp. 108-109.

As a second course, Miss Loren chose Training School Problems which bore the sub-title, "Organization and Supervision of Student Teaching." The attempt of the staff to recognize the varied terminology of the time was further illustrated by the statement that the course was intended for "directors of training schools, critic teachers or supervising teachers in training schools, demonstration and other laboratory schools."[5] It was to be ten years before such deference to common usuage became unnecessary and the course was called simply Supervision of Student Teaching.

Miss Loren apparently persuaded her instructors that she had unusual abilities or special needs because she was allowed to register that first summer for a research course intended for advanced students. Her individual problem was the development of a coordinated unit in professional education, which was later reported in her doctoral study.

It is not known whether or not Miss Loren intended to pursue doctoral work when she first enrolled at Teachers College. Perhaps it was the new Doctor of Education degree, first described in the Teachers College Bulletin for 1933-34, which persuaded her to seek further preparation as a teacher of teachers. At any rate, by 1935 her program definitely indicated degree aspirations.

Miss Loren never spent a year in residence at Teachers College. Twice she registered for field work courses and she attended four

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5/ Teachers College Bulletin 1934-35, p. 109.

summer sessions, three of them for ten weeks each. Her doctoral project was developed over a five-year period and described in detail her problems and successes in an integrated course for the professional education of elementary school teachers. She did not stop with the course outline, however, but included a list of eight principles or criteria of teacher education intended to guide future efforts in curriculum development. As forerunners of a long sequence of such statements, they are worth reporting here.

Criterion I

A teacher needs a broad general education as a basis for any professional study.

Criterion II

A teacher needs adequate specialized preparation in the field or fields in which he is to teach beyond what general education can give him.

Criterion III

A teacher needs professional education which will give him the needed knowledges and skills to teach children on what ever level of work he may choose.

Criterion IV

The program for the education of teachers must be organized with student teaching as a core to give students enough preservice controls to assure what the National Survey of Teachers speaks of as a "safety minimum" of teaching skill.

Criterion V

The education of teachers should be directed to develop the prospective teachers personally and socially as well as professionally.

Criterion VI

Efforts should be made to select the best students for teaching.

Criterion VII

The content of the curriculum should be determined by the needs of student teachers and therefore there should be some differentiation of programs and they should not be completely prescribed.

Criterion VIII

An integrating philosophy of education and a truly professional attitude should permeate the whole program and be developed in students planning to become teachers.[6]

Alice Loren completed sixty points of graduate work with a straight A average and, on November 30, 1936, was the thirteenth person to be awarded a Doctor of Education degree by Columbia University.

Other Departmental Programs

Miss Loren had developed a coordinated unit which brought together in sequential relationship content from a number of education courses. There was one program at Teachers College, however, which was organized so as to exemplify a maximum amount of integration of experience. This was a special master's degree program which was planned for full-time students who were preparing for critic teaching or supervision of student teaching in laboratory schools. Students registered for a full year in Education 527-528 MF, sixteen points each semester, and worked entirely under the direction of the professors in charge. They might attend, in whole or in part, and without any further registration, any other Teachers College

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6/ Adele H. Land. "A Report of Five Years Experience with a Coordinated Unit in Education at the University of Buffalo" Unpublished Ed.D Project Report. Teachers College, Columbia University, 1936.

course which the instructors advised or which they might wish to attend but they were not held for examinations or other obligations except as designated by the advisors. A period of practice was required in conjunction with or in addition to the course work and the degree of Master of Arts was given upon the satisfactory completion of the total requirements.[7] In general, the prospective critic teachers were assigned for their period of practice to colleges in the New York area. Occasionally, however, they were as far away as Virginia, necessitating monthly train trips by staff members to supervise their activities.

The integration of various elements of the professional sequence was only one aspect of the larger problem which became increasingly acute as, in the years following 1935, the single purpose teachers colleges and normal schools changed rapidly to state colleges and more and more teachers were prepared in liberal arts colleges and universities.[8] New College, conducted at Teachers College from 1933 to 1939, represented a basic reorganization of the entire general-professional sequence and a breaking down of the lines between the liberal and the technical aspects of the curriculum. The program was built around a series of seminars, service courses and varied types of general and professional

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7/ Adapted from Teachers College Bulletin, 1934-35, p. 43.

8/ See Merle Borrowman. The Liberal and Technical in Teacher Education. New York: Bureau of Publications, Teachers College, Columbia University, 1956.

experience. The emphasis was on individual guidance and on a curriculum organized about persistent problems.

While the program of New College exemplified some aspects of the beliefs of its founders, it purposes were equally revealing. Dr. Alexander stated them in an address to the members of the American Association of Teachers Colleges at the annual meeting in February, 1933.

> The two chief functions of New College at Columbia may be very briefly stated ... Its first, and its chief, purpose, perhaps, is to serve as a laboratory in the training of college and university teachers for professional schools engaged in the training of teachers, just as a university high school or a teachers college demonstration or practice school serves in the training of teachers for secondary or elementary schools. Its second important use is to provide us with an opportunity to try out new or test old procedures and theories in the field of elementary or secondary teacher training.[9]

The expressed concern for a carefully planned and evaluated sequence of direct experiences for students at all levels from the undergraduate to the prospective college teacher had a continuing influence on the program and policies of the department.

The Beginning of a Preservice Program

Such a concern may have motivated the initiation of another program, serving only a few students at first, which appeared in the catalog for the first time in 1934-35. The plan offered an opportunity for a small group of college graduates, without teaching experience, to prepare definitely for teaching. It included

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9/ Thomas Alexander, "Significance of New College." Oneonta, New York: American Association of Teachers Colleges. Twelfth Yearbook, 1933. p. 59.

a period of residence as a teaching assistant in a cooperating school or school system and a parallel program of study at Teachers College. There was no set time within which the program was to be completed but generally the teaching and course work took about two academic years. This was the MX program, apparently the first graduate preservice program, which was the fore-runner of the Columbia University Cooperative Program, developed as one of the field projects of the Commission on Cooperation in Teacher Education of the American Council on Education. The Cooperative Program involved Barnard College, Columbia College and Teachers College in a three-year preservice sequence which included education seminars during the junior and senior years and a fifth year of professional preparation at Teachers College with provision for continued graduate work in a teaching field. The Cooperative Program was began in 1939, the year that New College closed, and after two years was gradually combined with the MX program which continued until the organization of the present Preservice Program in Childhood Education in 1950.

Reorganization and Adjustment

In 1939, Teachers College underwent one of its periodic reorganizations. The many specializied departments were regrouped into five divisions with Hollis Caswell as both the director of the Division of Instruction and the head of the new Department of Curriculum and Teaching. It must have required a firm hand and a strong will to weld together into a working group the members of the various areas of concentration within the department. The

first catalog descriptions of the departmental offerings attempted to make clear its different concerns.

Courses for Workers in Curriculum Programs
Courses for Teachers and Supervisors of Young Children
Courses for Teachers and Supervisors in Elementary Schools and Instructors in Elementary Education in Colleges and Universities
Courses for Teachers and Supervisors in Secondary Schools and Instructors in Secondary Education in Colleges and Universities
Courses for Teachers and Supervisors in Teachers Colleges and Normal Schools
Courses for Officers of Instruction in Colleges and Universities
Courses for Instructional Workers in Adult Education

The new organization reflected the concern long held by the teacher education group for relating closely the study of curriculum at the various levels of the school and the specialized study of those who were preparing to work with prospective teachers in the area. The student interested in college teaching now worked in departmental seminars and core courses with supervisors and curriculum workers as well as with classroom teachers seeking greater competence in their chosen field. Administration, however, had its own department -- and its own quarters on the second floor.

Under the new organization the four professors of the Department of Teachers Colleges and Normal School Education were split into two groups. Professors Evenden and Bagley became part of the Administration Department; Professors Stratemeyer and Alexander joined the Curriculum and Teaching group and continued with a somewhat reduced number of major courses including Curriculum Problems in Professional Schools for Teachers, Supervision of Student Teaching, the integrated program for supervising teachers and a preservice program for elementary

and secondary school teachers, featuring assistantships and internships in the schools and parallel graduate study. The two professors also worked with representatives of other departments in the instructional fields in finding opportunities for practice teaching for college teachers. The closing of New College had materially reduced such opportunities but the course continued to be offered until 1943.

Widening Responsibilities

The years of the forties brought additional changes in the programs of prospective college teachers. Professor Bagley retired in 1940 and Professor Alexander in 1943. Professors Evenden and Stratemeyer carried on the work in the two departments with occasional help from Dr. Donald Cottrell and others.

The number of doctoral students was increasing rapidly as more members of staffs of teachers colleges and departments of education sought advanced preparation for their widening roles as teachers of teachers. This increase was only partly offset by the decreased number of courses which were offered in the specialized field as some purposes were served by departmental core courses in curriculum areas.

Several of the doctoral projects done at this time clearly anticipated later developments in the field. In 1938, for instance, Marion Van Campen wrote of school and community programs of direct experiences in the preparation of teachers.[10] A year later, H. T. Bawden described the cooperative development and

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10/ Marion Van Campen. "School and Community Progress." Unpublished Ed.D. Project Report. Teachers College, Columbia University, New York, 1938.

initiation of a set of enriched professional laboratory experiences for prospective secondary teachers and began by defining professional laboratory experiences as "those activities of student teachers in which, in the face of actual, concrete situations typical of those faced by teachers in service, the student teachers must learn to make practical professional adjustments and solve genuine problems."[11]

Almost ten years later, in 1948, the report on School and Community Laboratory Experiences of the American Association of Teachers Colleges presented to the following definition:

> Professional laboratory experiences include all those contacts with children, youth and adults (through observation, participation and teaching) which make a direct contribution to an understanding of individuals and their guidance in the teaching-learning process.[12]

The extended report of the Commission on Teacher Education had been widely read and discussed by the profession during the war years of the early forties. Among the important recommendations growing out of that study were those concerning the value of continuing direct experience in all aspects of the preparation of teachers. In 1945, therefore, the Committee on Standards and Surveys of the American Association of Teachers Colleges appointed a subcommittee to make a study of direct experiences in the

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11/ Herrick T. Bawden."Cooperative Development and Initiation of a Set of Enriched Professional Laboratory Experiences for Prospective Secondary Teachers."(Unpublished doctoral project, Teachers College, Columbia University, 1939)

12/ American Association of Teachers Colleges. School and Community Laboratory Experiences in Teacher Education. Oneonta, New York: The Association, 1945. p. 7.

professional education of teachers with the purpose of preparing a revision of the standard of the Association dealing with student teaching.

For this task a committee of three were chosen, John G. Flowers, of the Association's Committee on Standards; Allen D. Patterson, executive secretary of the Association of Supervisors of Student Teaching; and Florence Stratemeyer of Teachers College. To this group was soon added a research associate in the person of Margaret Lindsey. The work of the committee, completed in 1948 and called by Dr. Evenden "by far the most ambitious study project which the Association has undertaken."[13] resulted in the famous Standard VI, the first truly qualitative standard of the newly renamed American Association of Colleges for Teacher Education.

The Doctoral Program in 1950

In 1949, Dr. Evenden retired after 30 years of service at Teachers College; Dr. Bigelow returned from his work with the Commission on Teacher Education and the Council on Cooperation to teach administration of higher education; and Margaret Lindsey joined the Department of Curriculum and Teaching in the area of Teacher Education. It seems appropriate, therefore, to take another close look at the preparation of teacher educators at Teachers College through an examination of the program and experiences of a student who, like a host of others, took advantage of the

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13/ E.S. Evenden. "Report of the Committee on Standards and Surveys." Oneonta, New York: American Association of Colleges for Teacher Education. First Yearbook, 1948. p. 81.

G. I. Bill to further his education in the late forties and early fifties.

Edgar Chase (and that is not his name) came to Teachers College in the spring semester of 1946 with two years and a half of college work and ten points of credit awarded for educational activities associated with his military service. During the next calendar year as a full-time student, he completed forty-three points of course work and was awarded his bachelor's degree with a major in elementary education in February 1948. During the next year and a half, Mr. Chase spent one semester in full-time study, taught for a year in an elementary school and completed a master's degree program in Educational Psychology. In the summer of 1948, he began work on a doctorate in Teacher Education with attendance at the June session, regular summer school and a two-weeks post-session course. Mr. Chase was making up for lost time.

Between 1948 and 1951, Mr. Chase spent one more year in residence at Teachers College, served as an intern in a nearby teachers college, and completed his work for his degree which was awarded on November 30, 1951. Eleven other students in the area also received degrees that year. The black books must have been piled high on Professor Stratemeyer's desk.

Edgar Chase's program was different in many ways from that of Alice Loren, completed fifteen years before. He had a full year of Education 227-228 M now designated as Curriculum Problems in Professional Schools for Teachers. He also took the course in supervision

of student teaching and one in administration of teachers colleges and schools of education.

Emphasis on Group Process

A major portion of his time during the first year was occupied, however, with the departmental core course titled Advanced Study and Research in Curruculum and Teaching but better known as 300CR. This was the heyday of the curriculum change movement when, having saved the world from Hitler, eager young educators returned to the infinitely more difficult task of attempting to save it from ignorance and conservatism at home. Action research, role playing, group process and democratic procedures in the classroom were considered as promising procedures in bringing about the desired changes and all of these received much attention in classes and doctoral projects.

A report of the Records Committee for the first five weeks of 300CR indicate the perceptions of one member of the group of the activities up to that time. Here is part of what he said.

> At the opening meeting of the class the decision was immediately made to vacate practically the entire classroom and sit around the edges. The chairs were placed in one large circle. This arrangement made it practically impossible to leave without being noticed.
>
> . . .
>
> At the second meeting the proposal was made that since the large group at this point had nothing to do, it would probably be wise to form in small groups to do it.
>
> At the third meeting of the group it was agreed that the circular seating arrangement was developing a distinct pattern in

> our thinking. It was suggested that perhaps the only way our deliberations might be drawn toward a conclusion would be to reseat the group in a straight line. However, Dr. Spence was quick to point out the fallacy in this assumption. He based his objection on a passage of scripture taken from the second chapter of Dewey, verse nine, which reads, "Thou shalt have no fixed ends." Dr. Spence then went on to explain that it could easily become a frustrating experience to witness the discussion move to the end of the line, completely reverse itself, and return the same way it had come. A discussion ensued but no decision was reached. Seven small committees were formed to study the proposal.
>
> As a whole, the work of the first weeks progressed well. No serious difficulties were encountered during this period with the exception, perhaps, of the one minor problem of deciding what it was that we were doing.[14]

Perhaps because of the group's ability to laugh at its own problems or because of the leadership given by a skillful staff group in resolving them, there were tangible results of the work of the members of the advanced seminar. Four major reports dealing with social learnings, general education, the community school, and curriculum change were written and presented during the last weeks of the semester. The last named group developed an elaborate role playing presentation of a plan for curriculum change in the community depicted in the then very new Elmtown's Youth. Whatever values this effort may have had for those who only listened to the results, it provided a lesson in group effort and group frustration rarely equaled for breadth--and depth.

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[14]Unpublished class materials Education 300CR, 1949-50.

Other Program Experiences

There was a real concern at Teachers College during these years for both depth and breadth in the education of teachers. When the doctoral group doubled in one year from about thirty students in their first year of residence to more than sixty, the Teacher Education Area initiated a seminar for a limited number of advanced students with the stated purposes of providing an opportunity to dig deep in a significant area in teacher education, to deal with related areas which influence teacher education, to integrate learnings from all fields of study and to locate areas for needed research. The areas chosen for development during the first year included a study of the socio-psychological basis of stereotypes, a behavioral definition of professional attitudes and a study of the problems of professional guidance in teacher education.

The breadth of the preparation also continued to increase. Edgar Chase, whose program has been outlined here, had the usual foundations courses and a full year of anthropology at the university to supplement his earlier study in the field of psychology. He also took two courses in rural sociology and economics as preparation for his first college teaching position in a rural community.

Direct experiences in the teacher education program in 1950 were more varied and less structured as separate courses than in 1935. All day visits to nearby teachers colleges and opportunities to work on curriculum planning with college staffs were provided. The Horace-Mann Lincoln Institute of School Experimentation employed

doctoral students as research assistants on a part-time basis. The reorganized Preservice Program in Childhood Education provided both opportunities for a selected group of students to work as staff members in the program and for observation and participation by members of the curriculum and student teaching classes.

Edgar Chase participated in an internship experience during his first year of college teaching and then returned the following summer to do student teaching for four weeks in a nursery school. He felt that he needed to deepen his understanding of the developmental characteristics of young children as a background for his teaching of developmental psychology.

Fifteen Years at a Glance

The events of the years since 1950 are familiar to all. Beginning with Bestor[16] and Rickover[17] and Mortimer Smith,[18] and

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[16]Arthur E. Bestor. Educational Wastelands. Urbana: The University of Illinois Press, 1953.

[17]Hyman G. Rickover. Education and Freedom. New York: E. P. Dutton and Company, 1959.

[18]Mortimer Smith. The Diminished Mind. Chicago: Regnery, 1954.

continuing through Koerner[19] and Conant[20] and Elmer Smith[21] the critics have had their day. The Ford-financed Master of Arts in Teaching programs, masterminded by Paul Woodring,[22] have announced successive breakthroughs and Merle Borrowman has analyzed the long standing conflicts between the liberal and technical in teacher education.[23]

But there have been other voices. The American Association of Colleges for Teacher Education published in 1956 a volume growing out of a three-year institutional self-study titled Teacher Education for a Free People.[24] The Lindsey-Mauth report of a cooperative action research study in improving laboratory experiences in teacher education was published by the Horace Mann-Lincoln Institute of

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[19]James D. Koerner. The Miseducation of Teachers. Boston: Houghton Mifflin Company, 1963.

[20]James B. Conant. The Education of American Teachers. New York; McGraw Hill Book Company, 1963.

[21]Elmer R. Smith, (Ed.). A Re-Appraisal of the Professional Aspects of Teacher Education. New York: Harper & Row, 1962.

[22]Paul Woodring. New Directions in Teacher Education. New York: The Fund for the Advancement of Education, 1957.

[23]Merle Borrowman. The Liberal and Technical in Teacher Education. New York: Bureau of Publications, Teachers College, Columbia University, 1956.

[24]Donald P. Cottrell, (Ed.) Teacher Education for a Free People. Oneonta, New York: The American Association of Colleges for Teacher Education, 1956.

School Experimentation in 1956.[25] Two years ~~after~~ later the New Horizons Task Force presented its recommendations based on an extensive study sponsored by the National Commission of Teacher Education and Professional Standards of the NEA.[26] And in the fall of 1964, the Teacher Education and Media Project of the AACTE released for discussion by the profession its proposal for the revision of the preservice professional component of a program of teacher education.[27]

The Education of Teacher Educators--1965

All of this leads, much too rapidly, to the present program at Teachers College and the kind of experience students in teacher education are having in 1965.

There are, to be sure, a tremendous variety of programs to meet the requirements of today's college teachers but I have chosen to describe the experiences of a student whose background and experience, previous to coming to Teachers College, were very similar to

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[25]Margaret Lindsey, Leslie Mauth and Edith Grotberg. Improving Laboratory Experiences in Teacher Education. New York: Bureau of Publications, Teachers College, Columbia University, 1956.

[26]Margaret Lindsey, (Ed.). New Horizons for the Teaching Profession. Washington, D. C.: The National Education Association, 1961.

[27]Herbert F. La Grone, (Director), A Proposal for the Revision of the Preservice Component of a Program of Teacher Education. Washington, D. C.: American Association of Colleges for Teacher Education, 1964.

those of Alice Loren, our student of thirty years ago. Lois Adams, like Alice, was graduated from a local normal school and completed her bachelor's and master's degrees at the state university. After a period of teaching in the elementary school, Miss Adams was asked to join the faculty of a teachers college near her home. She taught courses in elementary education, supervised student teachers in off-campus centers and came, in 1960, to summer school at Teachers College, Columbia University. Her first summer, however, was not spent in courses directly related to her work in the preparation of teachers. Instead, she registered for three departmental core courses planned especially for potential doctoral candidates. The descriptions in the catalog are shorter now. They will outline briefly Miss Adams' introduction to doctoral study.

TY5001 Advanced Study in Curriculum and Teaching

> An intensive study of the curriculum field. Major issues and frontier developments relating to materials of instruction, supervision and curriculum improvement, and the curriculum for elementary, secondary, higher education and adult groups.

TY5005 Curriculum Research Methods

> Research and experimentation in the development of education programs and the improvement of teaching and learning; areas of needed research in the curriculum field; basic methods of solving curriculum problems.

TY5105 Advanced Study in Supervision and Curriculum Improvement

> For those working at all levels of the school system and in other types of educational agencies. Research in processes, materials and interpersonal relationships in curriculum improvement.[28]

Miss Adams returned for a second summer to take courses in Sociology of Education, Social Psychology for Educators and College Teaching in a Teacher Education Program. Then, unlike her predecessor of thirty years before, she obtained a leave of absence from her job and entered upon a two-year internship in preservice teacher education. The internship involved serving on the staff of the Preservice Program in Childhood Education, supervising student teachers in urban schools, teaching under supervision a seminar in elementary education, and participating in a staff seminar devoted to the problems of preservice teacher education. During the two years Miss Adams also carried on a course program of eight points a semester including Curriculum as a Field of Inquiry, Ways of Knowing, Counseling College Students, and the Interdepartmental Seminar in Higher Education.

Illustrations of Course Content

Two comments on course content may serve to point up contrasts with former years. The students of TY5001, a course which may be

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[28]Teachers College Bulletin. 1954-55. pp. 80-81.

be considered in some respects a successor to 300CR, recently devoted a morning to four group reports, designated as Task Forces of the 1965 Commission on Curriculum and Teaching. Detailed written reports were distributed to the members of the department in advance with an invitation to join the class in discussion and analysis. The topics chosen by the groups as the focus of their study were:

> What shall the schools teach?
> What is teaching? What relations exist between teaching and learning?
> How shall teaching, learning, and the curriculum be evaluated?
> Who shall make what decisions with regard to curriculum and teaching?

At the close of the three-hour discussion the student chairman commented briefly on the problems and values of the cooperative effort demanded by the Task Force Project.

The Interdivisional Seminar in Higher Education offers another opportunity for doctoral students who are already in or expect to enter college teaching to increase their capacity for effective cooperation on the job. This seminar is based on the assumption that cooperation among the various specialists who constitute a college staff increases institutional effectiveness and individual satisfactions.

Cooperative Research Projects

In addition to her courses and her responsibilities as an intern, Lois Adams devoted a substantial proportion of her time during her two years of residence to the research seminar and the Teacher Education Project.

The Teacher Education Project grew out of an attempt to design doctoral studies which would, through cooperative effort, make a substantial contribution to needed knowledge in the field. The first group of eight students worked with five staff members throughout the first year of the study. A pilot project was completed and parallel studies by two teams of three members each were designed and carried through in 1964-65. The studies centered on the application of recent research in the analysis of teaching behavior to the guidance of student teachers in supervisory conferences. One team analyzed forty-five recorded teaching sessions using a behavior analysis approach which is an adaptation of the Bellack-Davitz system.[29] The other team used a principles of learning approach in an analysis of an equal number of teaching sessions. A new group of six students are already at work on projects which will use some of the present data for further types of analysis.

Lois Adams has also completed her work for her degree. Her oral examination, along with that of her five collaborators was held on May 31, 1965.

Characteristics that Give Continuity

So far in our discussion of the preparation of teacher

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[29]Arno A. Bellack and Joel R. Davitz et.al. The Language of the Classroom. U.S. Office of Education Cooperative Research Project No. 1497. New York: Institute of Psychology and Research, Teachers College, Columbia University, 1963.

educators at Teachers College during the last thirty years, the emphasis has been on changes in programs and experiences and their influence on major trends in the field of teacher education as a whole. Now, however, I would like to identify and illustrate several characteristics which seem to continue throughout the whole period and represent a constant frame of reference within which all changes were made.

First, of course, is a continuing concern for direct experiences at all levels of professional preparation. From courses in Practice in College Teaching to internships in preservice teacher education; from programs centered in experience as teaching assistants to observation and participation in undergraduate programs by full-time doctoral students, the Teachers College program illustrated the precepts its professors preached. The insistence upon maintenance of a laboratory situation as illustrated by New College and the various preservice programs further attest to the depth of the commitment to a vital program of professional laboratory experiences which culminated in the development of Standard VI of the AACTE.

Many doctoral projects over the years reflected an interest in exploring some aspect of the contribution of direct experiences to the preparation of a teacher. These are typical:

1941 - A Plan for a Program of Internship in Teacher Education

1951 - A Survey of Direct Experience Opportunities and Their Use in the Teacher Education Program

1953 - An Exploration of the Nature and Function of Laboratory Experiences in the Development of General Education Courses

1955 - The Cooperative Development of a Student Teaching Center

1960 - Interning for Better College Teaching: A Descriptive Analysis of an Internship in Teaching of Professional Education

A second closely related emphasis in the program over the years related to the cooperation of the school and community in providing educational experiences. The period of employment in industry required of New College students, the constant emphasis on out-of-class experiences as a part of the program of teacher education, and the concept of the citizen-teacher so clearly developed in Teacher Education for a Free People are illustrations of a concern that was felt by a whole series of graduate students in the thirty year period. The titles of some representative studies illustrate a continuing interest.

1938 - School and Community Progress

1940 - A Plan for Guiding Teachers in the Study of the Community

1948 - A Plan for the Advanced Professional Preparation of Teachers through Direct Community Participation as an Integral Part of the Graduate Study Plan

1952 - Educating Elementary School Teachers for Effective School-Community Relations

1958 - Community Education: a Study of the Implications of Community Organization for Curriculum Development and Teacher Education

1959 - Survey of the Use of Non-School Community Laboratory Experiences with Prospective Elementary School Citizen-Teachers

There are two strongly felt influences which are so closely related that they seem almost to be two sides of the same coin. They are the integration of experience and the individualization of program. The concern for the relative importance of general and professional education was very strong during the period when the integrated programs for laboratory school teachers and for preservice students were developed as a part of the Teachers College program. The education seminars in the Barnard-Columbia-Teachers College program demonstrated procedures for helping students see meaningful relationships between material taught in courses and the procedures demonstrated in the schools. At present, interdisciplinary courses for future college staff members promote effective cooperation among specialists in different areas.

The same programs which promoted integration of experience provided a considerable degree of individual freedom which was recognized as necessary if students were to achieve a personal synthesis. Fixed ends in time or specific requirements were no part of most of the programs. Standards of accomplishment and readiness for professional service were carefully assessed in view of the capacities of the individual and the requirements of the specific situation. Even the questions on the certification or matriculation examination were individually written and, where possible, recommendations to employers were given for a particular situation only.

The concern for the individual and for his integration of meaningful learning experiences was, of course, closely related to an educational philosophy which viewed the curriculum as organized around the needs and problems of learners. The influence of this point of view is again evident in a series of doctoral projects.

1956 - The Needs of Freshmen Elementary Education Students: Their Implications for Curriculum Change

1957 - An Investigation of the Needs and Interests of Elementary Classroom Teachers as a Factor in the Design of Programs of Graduate Study

1958 - A Plan for a Professionally Treated Course in General Science Centered about Persistent Life Situations

1961 - Student Needs as a Basis for Determining Post-Student Teaching Experiences of Students Majoring in Elementary Education

And finally, the program for the preparation of teacher educators at Teachers College has been pre-eminently a program which taught--and exemplified--the development and use of principles as guides to rational action.

In 1931, Florence Stratemeyer spoke at the annual meeting of the Supervisors of Student Teaching on "Training Student Teachers to Work Toward the Development of Principles."[30] Two years later,

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[30]Florence Stratemeyer. "Training Student Teachers to Work Toward the Development of Principles." Supervisors of Student Teaching. Eleventh Annual Session, 1931. pp. 34-38.

Thomas Alexander addressed the same group on the subject of the principles underlying student teaching.[31] At a time when teacher education generally involved specific directions for patterned sequences of action and practice teaching was indeed, a time to practice the precise techniques demonstrated by the critic teacher, this "attention to the purposes which should condition the form and pattern used, rather than to the forms by which we work",[32] was a new and vitalizing approach.

The concept continued to prove fruitful. Alice Loren in 1936 carefully stated the principles on which a teacher education program should be based. Students trhough the year studied the use of principles in working with student teachers and cooperating teachers. And, when the cooperative research project was developed in 1964, Lois Adams and her teammates chose as the method of analysis of verbal teaching behavior a set of learning principles to which they were committed.

Perspective on Action

This brief account of the preparation of teacher educators at Teachers College during the last thirty years has attempted to

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[31]Thomas Alexander. "Some Principles of Student Teaching Basic to Meeting the Demands of the Changing Order." Supervisors of Student Teaching, Thirteenth Annual Session, 1933. pp. 22-27.

[32]Stratemeyer. Op.cit., p. 38.

illustrate and describe rather than evaluate. Evaluation in terms of courses and programs is limited at best. In this case, it is superfluous because we have at this conference an opportunity to evaluate in terms of the products of the programs--ourselves. For it is, after all, in the teaching competence and scholarly attainments of its graduates that a program such as this is judged.

We are a diverse group and our work here has shown that our thinking is far from uniform. I believe, however, that we can agree that the course of action proposed in the Hunt Lecture of February 1965 is appropriate for us all.

> We need to look hard at what we are doing, to view in perspective the bases of our actions and whether the actions promise to achieve the goals toward which we are working. My goal . . . has been to seek commitment to search for the rationale underlying the action we propose to take; commitment, independently and collectively--and with our students--to bring the force of intellect to bear on what we do in teacher education in our time.[33]

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[33]Florence Stratemeyer. Perspective on Action in Teacher Education. The Sixth Charles W. Hunt Lecture of the American Association of Colleges for Teacher Education. Washington, D.C.: The Association, 1965. p. 28.